

RtI Implementation Survey

The purpose of this survey is to collect information on the current status of RtI implementation in the schools across our AEA. Please answer each question below, in the categories of Assessment, Data Analysis, Grouping, and Intervention Instruction, to the best of your ability based on your knowledge and experiences with the school.

Please enter the name of the district and building.

Use the following format: District Name - Building

E = Elementary
M = MS
H = HS

Assessment

Benchmark screening is completed three times per year.

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> H	<input checked="" type="radio"/> E, M	<input type="radio"/>
Math	<input type="radio"/>	<input checked="" type="radio"/> H	<input checked="" type="radio"/> E, M	<input type="radio"/>
Behavior	<input checked="" type="radio"/> E	<input checked="" type="radio"/> M, H	<input type="radio"/>	<input type="radio"/>

Diagnostic tools are used to determine which skills the student has mastered, and pinpoint which skills are deficit.

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>
Behavior	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Progress monitoring is collected and graphed on all students receiving supplemental and intensive supports.

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> M, H	<input checked="" type="radio"/> E	<input type="radio"/>
Math	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input checked="" type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>	<input type="radio"/>

The school has routines for how and when to collect data in which all staff are familiar.

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>
Math	<input type="radio"/>	<input checked="" type="radio"/> E, M	<input checked="" type="radio"/> H	<input type="radio"/>
Behavior	<input checked="" type="radio"/> E, M	<input checked="" type="radio"/> H	<input type="radio"/>	<input type="radio"/>

The school has a systematic procedure for compiling the data within a few days of the close of the assessment window.

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>
Behavior	<input checked="" type="radio"/> E	<input type="radio"/> M	<input checked="" type="radio"/> H	<input type="radio"/>

Each teacher has access and uses the reports from the school's data system.

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input checked="" type="radio"/> E, H	<input type="radio"/> M	<input type="radio"/>	<input type="radio"/>

All assessment data is shared and reviewed with all teachers at least monthly.

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Data Analysis

Teachers analyze data to determine effectiveness of instruction at all levels (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	H <input type="radio"/>	E, M <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	H <input type="radio"/>	E, M <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	E, M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers analyze the data to determine instructional needs of students at all levels (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	H <input type="radio"/>	E, M <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	H <input type="radio"/>	E, M <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	E, H <input type="radio"/>	M <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Data are analyzed after each collection period and progress monitoring cycles (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	E, M <input type="radio"/>	H <input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	E, M <input type="radio"/>	H <input type="radio"/>	<input type="radio"/>
Behavior	E <input type="radio"/>	M <input type="radio"/>	H <input type="radio"/>	<input type="radio"/>

Data are discussed at teacher collaboration and data team meetings (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	E <input type="radio"/>	M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	E <input type="radio"/>	M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	E <input type="radio"/>	M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal regularly reviews data with teachers (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	H <input type="radio"/>	E, M <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	H <input type="radio"/>	E, M <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	E, M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When data indicates that students are not making adequate progress, a change in the intensity - including, group size, frequency, and/or length - of the intervention will occur (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	E, M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	E, M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	E, M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grouping

Teachers use varied flexible grouping strategies at all levels (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	M, H <input type="radio"/>	E <input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	E, M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	E <input type="radio"/>	M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers place students in skill groups to address areas of students' needs as evident from the data analysis (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	E, M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	E, M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	E <input type="radio"/>	M, H <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Each skill group has a focused instructional goal, and materials are identified to address the specific skill needs (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> M, H	<input checked="" type="radio"/> E	<input type="radio"/>
Math	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input checked="" type="radio"/> E, H	<input type="radio"/>	<input checked="" type="radio"/> M

Intervention Instruction

Interventions are selected based on student needs and recommendations for what research says is effective for the identified needs (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> M, H	<input checked="" type="radio"/> E	<input type="radio"/>
Math	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>

Intervention instruction is high priority and is carried out with high fidelity (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input checked="" type="radio"/> E	<input checked="" type="radio"/> M, H	<input type="radio"/>	<input type="radio"/>
Math	<input checked="" type="radio"/> E	<input checked="" type="radio"/> M, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input checked="" type="radio"/> E	<input checked="" type="radio"/> M, H	<input type="radio"/>	<input type="radio"/>

Intervention instruction occurs often enough to accelerate skill development and is not discontinued until students have shown consistent mastery of the skills at an independent level (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input checked="" type="radio"/> H	<input checked="" type="radio"/> E, M	<input type="radio"/>	<input type="radio"/>
Math	<input checked="" type="radio"/> H	<input checked="" type="radio"/> E, M	<input type="radio"/>	<input type="radio"/>
Behavior	<input checked="" type="radio"/> H	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> M

Appropriate materials or programs are selected that will support teachers in providing targeted instruction to match the group's instructional focus (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>
Math	<input checked="" type="radio"/> E	<input checked="" type="radio"/> M, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input checked="" type="radio"/> E	<input checked="" type="radio"/> M, H	<input type="radio"/>	<input type="radio"/>

Instruction is explicit and systematic according to students' needs (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input checked="" type="radio"/> E, H	<input type="radio"/>	<input checked="" type="radio"/> M

Intervention instruction includes a continuum of teacher supports to meet students' needs (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input checked="" type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>	<input type="radio"/>
Math	<input checked="" type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input checked="" type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>	<input type="radio"/>

Teachers provide immediate corrective feedback whenever a student makes a mistake (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input type="radio"/>	<input checked="" type="radio"/> M, H	<input checked="" type="radio"/> E	<input type="radio"/>
Math	<input type="radio"/>	<input checked="" type="radio"/> M, H	<input checked="" type="radio"/> E	<input type="radio"/>
Behavior	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>

Teachers keep anecdotal data as needed about each student in an intervention (e.g., core, supplemental, and intensive supports).

	Not in place	Partially in place	Fully in place	Don't know
Reading	<input checked="" type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>	<input type="radio"/>
Math	<input checked="" type="radio"/> M	<input checked="" type="radio"/> E, H	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input checked="" type="radio"/> E, M, H	<input type="radio"/>	<input type="radio"/>

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